The Father's House Christian School
Education Plan
4 Year Rolling 2024/2025 to 2027/2028 Education Plan

Authority: 9253
The Father's House Christian Fellowship: Sturgeon County

Accountability Statement:
The education plan for 2024/2025 – 2027/2028, starting August 14, 2024, for The Father's House Christian Fellowship - Sturgeon County (The Father's House Christian School) was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulations and the Education Grants Regulations. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the Accountability Pillar Results and stakeholder feedback, to the best of its abilities, to develop the education plan, and is committed to implementing the strategies to improve student learning and results.

The Board approved the updated education plan for 2024/2025 – 2027/2028 on May 23rd, 2024.

Board Chair Signature: Doug Fraser

May 29 2024
Date

This report is available at the TFHCS (The Father s House Christian School) office and on the TFHCS website.

The Father's House Christian School.
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TFHCS Vision:
Education and Discipleship

TFHCS Mission Statement:
The Father's House Christian School partners with families and The Father's House Church to equip and empower students through authentic learning that connects them to God's story and their purpose.

Collaborative Planning:
Accountability pillar results are shared with parent council, education team, and board. Data is analyzed and compiled for use during Envisioning Day, where students, parents, staff, pastors, and board jointly develop goals and strategies for the development of the rolling four year Education Plan. Progress is reviewed throughout the year and displayed within the Annual Education Results Report. Parent Council is involved in an advisory capacity on an on-going monthly basis.

The Education Plan is communicated to the school community on an ongoing basis. Goals, priorities and strategies are provided by administration via Parent Council, awards ceremonies, leadership team meetings, board meetings, staff meetings and via our TFHCS APP.

Budget

Total Revenues of $3,602,348.00 in 2022-2023

- 96.00 % came from Alberta Education.
- 4.00% came from other sources.

- 14.74% was received for Kindergarten – Grade 12.
- 82.06% was received for Home Education
- 3.20% was received for Operations & Maintenance, System Administration, and Safe Re-Entry.

Total Expenses of $3,764,605.00 in 2022-2023

- 13.82% was spent on Kindergarten and Instruction (Grades 1-12)
- 76.74% was spent on Home Education
- 9.44% was spent on Operations and Maintenance of School, Safe re-entry, and Board and System Administration.

We had a deficit of $162,256.00 – Due to the parental portion of home education funding.

Out of our total Revenues of $4,701,116.00 in the 2024-2025 Budget

- 97.34% came from Alberta Education
- 2.66% came from other sources.

- 12.32% was received for Kindergarten – Grade 12
- 83.84% was received for Home Education
- 3.84% was received for Operations and Maintenance and System Administration.

Out of our Total Expenses of $3,898.534.00 in the 2024-2025 Budget

- 14.50% was spent on Kindergarten – Grade 12 Instruction.
- 77.87% was spent on Home Education
- 7.63% was spent on Administration

Surplus budget of $414

2022-2023 FINANCIAL SUMMARY ACTUALS

Revenue Summary	
Alberta Education Grades K-8	387,087
Home Education	2,956,092
Operations & Maintenance	31,262
System Administration	83,992
Fees	79,419
Other Revenue	64,496
Total Revenue	**3,602,348**

Expenses Summary	
Grades K-8	520,354
Home Education	2,888,925
System Administration	91,640
Operations & Maintenance	263,685
Total Expenses	**3,764,604**

Total Revenue Less Expenses	**-162,256**

2024-2025 BUDGET

Revenue Summary	
Alberta Education Grades K-8	469,159
Home Education	3,941,875
Operations & Maintenance	43,047
System Administration	122,498
Fees	88,950
Other	36,001
Total Revenue	**4,701,530**

Expenses Summary	
Grades K-8	681,699
Home Education	3,660,626
System Administration	122,091
Operations & Maintenance	236,700
Total	**4,701,116**

Total Revenue Less Expenses	**$414**

Additional Information:
For additional financial information including the Audited Financial Statements for the 2022-2023 school year and the Budget Report for the 2024-2025 school year, please contact Silmara Guimaraes, Accounts Manager for The Fathers House Christian School at 587-879-7332.

Celebrations: At our 2023-2024 annual envisioning day, our students, parents, teachers, administrators, and pastors celebrated the amazing results from our four data types (local data, provincial data, achievement data, and perception data).

- Many objectives on our current education plan have been in works (rolling education plan). Implementation of rolling education plan is ongoing and positively received (informal feedback).
- Population growth
- School and church connection and relationships.
- First Nations Elder (Jordan Raymond).
- Teaching for Transformation Training for Teachers.
- Removing barriers for reading and writing using technology (C-PEN, Google read and write)
- Volunteers that come in to work with students provide the needed 1 on 1 supports.
- There are well-documented reading/writing assessments.
- Class sizes caps are in place (Kindergarten: 16, Grade 1-2: 20, Grades 3-8: 24)

- Donation based counseling through the church for families is ongoing.
- Learning Support Specialist available for students not reading or writing at grade level on Fridays, as well as math supports on Fridays.
- Great tech supports (head sprouts, splash math, Kahoot).
- Programs available to students (health, identity project, options, etc.)
- Smaller school (we know and serve our students well).
- Professional Development is relevant to our roles.
- Increased reading and writing levels of students.
- Parent involvement is consistent.
- Goal setting by students has incredible fruit/results.
- Weekly meetings for teachers with admin.
- Christian Counsellors available to students.
- The culture is incredible.
- Kindergarten is full days now.
- Envisioning day.
- Playground was built.
- Basketball court was built.
- Outdoor (2) classrooms were developed.
- Great team and culture.
- The values of TFHCS remain Godly.
- Conflict resolution process to enable students in resolving problems.
- Social emotional learning and character development: Foundations of Character and Faith (Mental Health Grant). Self-awareness is building.
- Communication is clear and consistent.
- Relationships are strong.
- Diversity of students and staff.
- Provincial Achievement Tests marks were above provincial average.

First Nations, Metis and Inuit Students Success: TFHCS continues to develop our relationship with an Elder (Pastor Jordan Raymond) who has met with our team and shared his testimony. He is available and willing to work with us in consultation to support our teachers in the classroom for any guidance or discussion as needed.

Growth in the curriculum and the teaching of Canadian history, specifically the First Nation, Metis and Inuit people's history. The history, culture and ways of learning includes not only curricular objectives, but also incorporates indigenous ways of learning.

- Alberta program of studies outcomes is taught (colonialism, residential school systems, reconciliation).
- Race across Canada (grade 5); students studied different regions, stereotypes and labels, and how this shaped the indigenous people's experiences.
- Inclusive school model teaches a Christian perspective of real-world history and the first nations, Metis, and Inuit people's experiences of that history.
- Student engagement; writing advocacy letters to under-represented groups of people (indigenous peoples rights).
- Three tribes (grade 7); studying the original tribes and the impact of colonialization, establishments of indigenous people, impact of the intervention of European peoples.
- Growing from our past;
    *Learning about the involvement of the church and Christian philosophies.
    * Study of missionaries and the impact of Christian philosophies and the church (learning how to love and respect those with diverse cultures and beliefs, and not force what we believe on others).
    *Engaging in real conversations about the church in Morinville that burnt down and the healing that is needed.
- Celebration of indigenous cultures and indigenous ways of learning: Use of a talking stick, a teepee in the classroom (an Elder supported our social studies teacher on the reasons of the teepee and the ways you enter a teepee), the use of traditional story-

telling for learning, the inequities of how English culture excluded anything un-written, drumming circles, equity and consensus based decision making in group settings.

- Environmental impact (grade 7); The impacts of the Fur trade and salmon supplies. Studying the impacts of indigenous people from the west coast, the impacts of dams and how it impacted the salmon supply and habitat. Indigenous views of conservation.
- Integrating and understanding diversity; media studies on (Iron Will) and (Ruby Bridges), novel studies of indigenous texts chosen by students.
- KWL (what I know, what I want to know) teachers present different points and talk about what they have learnt.
- Land based experience instruction and learning.
    - Hiking; Whitemud creek ravine hike
    - Fort Edmonton Park Indigenous interpretive centre (school wide learning) that taught Metis culture, Red River talks, bead work, age-appropriate discussions of missing indigenous people.
    - Lessons of the geese by an Elder at the Palisade Centre.
    - Virtual field trips (Iqaluit) where students fly into different indigenous communities (grade 2-3).
    - Shared learning: indigenous students present their family background and traditions and can make comparisons to their experiences and perspectives.
    - 7 sacred teachings; indigenous day on June 21 (festival) included a day of indigenous culture and connecting these sacred teachings to character.
    - Respect and honor in conversations (Sept 30): Speaking to all our indigenous families to understand what would make them feel honoured and respected for our planning on September 30. TFHCS chose to instruct students, so they understand the meaning behind Sept 30 (ongoing) as well as a call to action allowing time to reflect on the harmful history of residential schools by closing their school doors on Sept. 30.
    - Art: projects-based learning, weaving, Inuit paintings, landscapes, inukshuks, symbolism of animals (orca) on the teepee, and moon cycles drawings.

Strategies used to support learning of teachers and students in indigenous culture and education;

- Alberta program of studies outcomes is taught (colonialism, residential school systems, reconciliation).
- Professional Development (as per curricular focus (art, physical education, social studies) areas of specialty, and school wide learning (culture and indigenous learning through the school year).
- RCSD (Regional Consortium Service Delivery) in past years provided materials, resources, and student materials.
- Budget support for materials and supplies (books for student access in the library, snowshoes, lacrosse, drums).
- Bringing in local indigenous people to teach specific content (physical education games, art, festivals).

- ERLC (Edmonton Regional Learning Consortium) Professional Development Sessions for teachers.

TFHCS desires to continue to build relationship with and connections to indigenous people within our community to better understand first-hand their understandings of both history and teachings which will further support our teachers and students learning of the first nations people and indigenous cultures of Canada.

Data Types: Perception Data (PerD), Student Learning Data (SLD), Demographic Data (DD), Process Data (ProD) (Bernhardt, 1998).

Learning Supports & Safe & Caring Schools

Outcome #1: Provide students daily social emotional learning (character building formative practices) through teaching (chapels), discussion groups and modelling (small groups and morning meetings), and journaling and self-reflection opportunities (daily devotion times) within a four-year cyclical SEL program.

Note: Development of teaching guides, supplemental resources, and assessment tools for the four-year cyclical learning plan (8 pillars) adapted from the CASEL Model: Collaborative for Academic, Social, and Emotional Learning (CASEL, 2011) and planning practices 'Understanding by Design" (Wiggins McTighe, 2005) Backwards Design of Learning.

8 Pillars: Personal Responsibility and accountability, Social Skills and Relationships, Faith, Attitudes and Habits, Wisdom, The Body of Believers, Emotional Intelligence, and Justice.

Context:

1. Providing students healthy ways to manage relationships, self-reflect, build tolerance to one another, practice healthy conflict resolution skills, communicate empathetically, and develop social skills is valuable. Providing students with the necessary tools for successful interactions with one another through; learning, reflecting, practicing, and independently using key skills during their day-to-day interactions with their peers and adults is key to successful lifelong relationships.
2. COVID has impacted the mental health of many students at TFHCS. We desire to increase the ability of our students to become more self-aware through self-reflection, feedback, small group supports, and journaling, which will increase their ability to advocate for themselves, make better choices, and their overall state of well-being.

Provincial Measures Analysis:

In **2022-2023** the Provincial Surveys: The satisfaction that students model the characteristics of active citizenship (students respect one another, help one another, and follow the rules) declined (overall) from 97% to 93.4%. Parent views remained at 100%, however students view went from 96.3% to 88.9%.

The **2023-2024** Provincial Surveys Student's belief that most students at TFHCS respect one another dropped from 85% in 2022 to 76% in 2023, and student's perception that they feel other students treat them well dropped from 76% to 62%.

Declines were noted in the following areas:

*Social and emotional well-being of students.
*Character of students.
*Student perception.

Provincial. Measures Analysis:

Provincial Surveys in **2023-2024** student's perception that teachers care about them dropped from 84% to 81%

Provincial Surveys in **2022-2023** indicated agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school, decreased (overall) from 95.6% to 95.3%. The parent view remained at 100%, however student views decreased from 95.6% to 85.9%.

Declines were noted in the following areas:

*Social Emotional well-being of students.
*Student Perception.

Local Measures Analysis:

1. Annual Envisioning Day (PerD) (ProD): Parents, pastors, teachers, students, and administration discussed the impacts of social emotional needs of students. Priority was emphasized as a continued area of growth, as well as a celebration in goal setting and conflict resolution.

2. Student & Family Interviews (PerD) (ProD): Peer-peer interactions have shown areas of growth in students' ability to listen and communicate. Continued development required.
3. Informal Feedback (PerD) (ProD): Peer based conflict resolution practices have improved. The conflict resolution process has shown an area of growth in student perceptions of other actions, beyond just 'how' to resolve conflict.
4. Demographics (DD): TFHCS has over the past five years, transitioned from an independent model of learning to a more inclusive model of education. This has resulted in an increase of registrations of students with different Christian faiths (multi-denominational), students with special needs, and students from varying cultures and backgrounds. This complex and diverse culture requires intentionality in learning appropriate cultural and social skills.

Objective	Strategies & Timeline	Budget	Measurement
1.1 Development of teaching guides, supplemental resources, and assessment tools within the four year cyclical learning plan (8 pillars of character development).	Hire a certified psychologist (0.25 FTE) and teacher (0.10 FTE) to develop character development program (Casel, 2011) by June of 2025: *Teaching guides for teachers and pastors *Supplemental activities (conversation prompts, modelling prompts, activities, writing prompts) *Assessment tools (Pre and Post self-assessment tools for students in varying developmental stages *Report on growth and development of pillars as per grant regulations. *Cooperative planning sessions (Principal – Psychologist – Teachers - Pastors) in planning and development of the program. *Increase Teacher FTE to transition to admin, to free up the principal for this program development and administration and supports for students. (2	Mental Health Grant: $166,000.00 Registered psychologist Admin Time (Teacher FTE increases) 5000-15,000	Student perception will display increased competencies of social and emotional skills when interacting with one another. Students will self-reflect monthly (pre and post) Personal Responsibility and accountability, Social Skills and Relationships, Faith, Attitudes and Habits, Wisdom, The Body of Believers, Emotional Intelligence, and Justice). Informal feedback will be taken during Annual Envisioning Day (Parent, student, teacher, pastor, administration).

	years; completed by June of 2026).		
1.2 Implement formative practices at the school level to support social emotional learning and character development.	*Implement weekly self-reflection journaling with Jesus writing prompts to support self-reflection, self-awareness, and to build the personal relationship of each child with Jesus. *Implement weekly morning meetings to provide relevant conversation, modelling, and practice of content. *Implement pre and post student self-assessment opportunities to allow student to see growth as they reflect on their understanding, and competencies within each pillar.	- - - -	
1.3 Buddy System	Develop a buddy system (peer-peer or adult-peer) for students who need social supports, new students, students who don't easily connect with peers, and students struggling with mental health). *Peer-Peer: Playground, chapel, first week of school. *Peer-Adult: Vetted adults connecting with students. *Clear instructions and structure of sermons for pastors teaching. *Summary of weekly message to be sent on messenger group and monthly Calendar. *Note taking of students during chapels.	-	Informal feedback will be taken during Annual Envisioning Day (Parent, student, teacher, pastor, administration).

1.4 Mentorship System	Develop pastoral relationships with students during/after school hours. *Options classes: pastoral mentorship *Serving Teams: partnership between student and pastor and parent.	-	Informal feedback will be taken during Annual Envisioning Day (Parent, student, teacher, pastor, administration).
1.5 Develop Biblical Foundations & Stories Class for all students K-8.	Build a deeper foundation of knowledge of each child's identity in Christ. (The Purple Book, 2004). *Teach core concepts of biblical foundations based on the curricular map of age-appropriate concepts. *Teach biblical stories to students that will connect them personally, to their faith.	-	Informal feedback will be taken during Annual Envisioning Day (Parent, student, teacher, pastor, administration).
1.6 Target emotional supports for students in Grades 5-8 specifically related to student losses.	*Increase advertisement in local churches for increased population in grades 5-8. *TFHCS School Banner present upstairs all the time. *Open House information Night.	1000.00	

Data Types: Perception Data (PerD), Student Learning Data (SLD), Demographic Data (DD), Process Data (ProD) (Bernhardt, 1998).

Local and Societal Issues

Outcome #2: Implement training of the Teaching for Transformation framework (5-year Professional Development Plan: (Currently completing year 2) to increase faith-based teaching pedagogies of teachers (project-based learning / cross curricular planning) that focus and support the mission and vision of TFHCS.

Mission & Vision

Educate Students, Empower Disciples: The Father's House Christian School partners with

families and The Father's House church to equip and empower students through authentic learning that connects them to God's story and their purpose.

Context: **TFHCS is a private Christian school, where our Christian faith is embedded in all we do. In response to providing teachers with the necessary tools to implement our mission, teachers will be provided a professional development program from the Prairie Centre for Christian Education that will provide them the necessary tools to provide Christian education in an authentic and meaningful way.**

Provincial Measures Analysis:
The 2023-2024 Provincial Surveys indicate sstudents' perception that TFHCS is a welcoming, caring, respectful, and safe learning environment dropped by 9% from 84.4% to 75.4%. Teacher's perception that TFHCS is a welcoming, caring, respectful, and safe learning environment dropped from 100% to 97.6%.
The 2022-2023 Provincial Surveys show modelling characteristics of active citizenship results declined (overall) from 97% to 93.4%. Parent opinion remained at 100%, however students view went from 96.3% to 88.9%.

Declines were noted in the following areas:
*Respect (peer-peer): Students respect one another.
*Care and Support (peer-peer): Students help one another
*Character (student perception): Most students follow the rules.

Provincial Measures Analysis:
The 2023-2024 Provincial Surveys indicate student's perception that they feel welcome dropped from 85% to 75%. The percentage of teachers who believe Professional Development was focused, systematic and contributed significantly to their ongoing professional growth increased from 88.2% to 94.1% The 2022-2023 Provincial Surveys: (PerD) Students have access to the appropriate supports and services at school (overall) remained constant at 94.4%. Parent opinion stayed the same at 100%, however student perception decreased from 94.4% to 83.3%.

Declines were noted in the following areas:
*Supports not relating to academic work: Children can get help at school with problems not related to schoolwork.
*Supports not relating to academic work: When your child needs it, teachers are available to help them.

Context: Supporting student needs outside academic areas continues to be a priority that we desire to grow in. How we do this with limited resources, requires building the capacity of teachers and students in areas of self-advocacy, self-assessment, self-reflection, and by building the social emotional competencies of students.

Local Measures Analysis:
Stakeholder focus groups (PerD): Communicated an appreciation of system wide Professional Development that pertains to teaching specific to our context, mission and vision.
Annual Envisioning Day (PerD): Parents, pastors, teachers, and administration discussed the priority of our faith, and how biblical foundations can support more than just academic areas (emotional and spiritual). It was celebrated that Professional Development within Teaching for Transformation was applicable to our roles and mission / vision.

Objective	Strategies & Timeline	Budget	Measurement
2.1 Teaching for Transformation Professional Development. (5-year program). (Develop authentic learning experiences that are grounded in a Christian world view that focus on living out God's story.	Partner with the Prairie Centre for Christian Education for Professional Development of the Teaching for Transformation, 5-year program starting in August 2022 completed in June (2026-2027). Year 2: Three (Full Day) Professional Development Sessions (August, September, April).	$4620.00 annual membership	Increased Perception Data of Teachers competence and confidence of implementation of the TFHCS Mission (Education & Discipleship).
2.2 Build monthly cooperative learning times into the timetable for teachers.	*Continued development of story boards (teachers and Education Assistants working together in teams) *Flex teaching: and implementation of active community engagement *Throughlines professional development to increase targeted faith-based connections for students via monthly PD times built into the annual Calendar in 2024/2025 – 2027/2028.	- - -	Increased local satisfaction of active citizenship development through provincial survey data.

Data Types: Perception Data (PerD), Student Learning Data (SLD), Demographic Data (DD), Process Data (ProD) (Bernhardt, 1998).

School Improvement / Learning Supports

Outcome #3: Increase teacher supports and resources for teachers (resources for existing and future needs in the areas of: training in specific diagnosis of students, technology, reading competencies, writing competencies, parent supports, math supports, new teacher training, and space and facilities development).

Context: TFHCS is growing rapidly. In five years, we have doubled in size (students and staff). We have moved to a new building and have almost outgrown our current space. Our shift from

ACE, has allowed us to offer Christian education to all students that was not always possible in the past. This has included accepting students with varying needs and learning how to support the broad and diverse needs of both students and teachers. Growing pains are broad in impact for TFHCS, and it is vital to the sustained quality of education at TFHCS that we address these areas. Areas include

Technology supports: More equipment for increased student population (chrome books). Access to technology supports for students with special needs (specialized programs for specific learning needs, unique learning programs; math within music).
Teacher and Education Assistant training: Understanding the learning needs of each unique child, building connections, and utilizing the professional services from Kahn Communications. Building into new teachers (mentorship program) to ensure the reading/writing competencies of children continue to grow. Mentorship opportunities (provide our team a variety of approaches to differentiated learning and build on in house skill sets).
Space and facility development: Classroom sizes (maintain small class sizes), classroom space (research and purchase portables), playground development (continue fundraising and development of a playground for TFHCS).
New student population supports: Buddy system for new students (maintain inclusive culture at TFHCS).
Student academic supports: Friday support specialist (for students not reading/writing at grade level). 30 minutes of daily activity prior to school (increase focus and ability to learn of all students).
Math supports: Growth mindset teaching (8 pillars), mini math lessons and math meetings (provide hands on engaging ways to approach math and the enjoyment of math).
Reading Supports: Ensure schedules allow the classroom teacher is able to take students to the library to finding best fit books (Grades 1-4).
Volunteers: Supports for student 1:1 (daily volunteers for all learning needs at TFHCS).
Increasing learning opportunities at TFHCS: (Second language, options, music classes) that are built on the skill sets of our staff.

Provincial Measures Analysis:
The 2023-2024 Provincial Surveys indicate that the tpercentage of teachers who believe Professional Development was focused, systematic and contributed significantly to their ongoing professional growth increased from 88.2% to 94.1%. Percentage of teachers satisfied with supports for students with special needs decreased from 86% to 83%, with 17% very dissatisfied with the supports available. The perception of teachers that students (beyond regular instruction) receive help to read and write went from 71% to 100%. 2022-2023 Provincial Surveys (PerD): 96.7% (overall) believe their school has improved or stayed the same over the last three years. Parents and teachers' opinion remain the same at 100%, however students' perception declined by 94.1% to 90.0%. Provincial Surveys (PerD): 94.4% (overall) believe that they continue to receive access to appropriate support and services at school. Parents and teachers' opinion remain the same at 94.4% and 100%, however student perception decreased from 94.4% to 83.3%.

Declines were noted in the following areas:

*Students can easily access programs at school to get help with schoolwork.

*Schools continuum of support and services are responsive to student needs.

Provincial Measures Analysis:

2023-2024 Student's perception that they have access to appropriate supports and services at school dropped from 83.3% to 64.5%

2022-2023 Parents were in agreement that programs for children at risk are easy to access and timely, where teachers and parent opinions remained the same at 100% and 94.4%, and student perception dropped from 94.4% to 83.3.

Declines were noted in the following areas:

*Students can easily access programs and services at school to get help with schoolwork.

*Teachers at school are available to help you.

Context: As we have grown, class sizes have increased. Managing the resources (staff in ratios of class sizes) to ensure students are supported is key. Second to this, TFHCS has had a significant increase of students (DD) with special needs, and ensuring their needs are met is critical to providing all students with the necessary support. As a result of this our board has implemented class size caps to begin protecting class sizes and supports for students.

Local Measures Analysis:

To support small classroom sizes, and continue to grow our diverse culture, we require all families to volunteer in a capacity that works for each family's unique circumstances. We are aware that the continued focus in supporting student needs through volunteers can leave gaps (consistency, training) that we try and mitigate through volunteer training. The consensus was that support for students was needed. If the means through which we support students are volunteers, it's better than no support at all within a finite budget.

Reading and Writing rates (SLD): Although teachers celebrate increases in reading levels of students (students reading above grade level has increased from 4% to 52% in one year), they still note increased class sizes stretch thin the resources available.

Objective	Strategies & Timeline	Budget	Measurement
3.1 Continue professional supports via Kahn	*Utilize grant supports via AISCA for supports within behavioural consultations, speech and language supports, education psych assessments.		Local focus groups and surveys will display an increased satisfaction in supports for students in school.

Communications, as identified in the classroom. .	*Contract Clark Psychological Services or Kahn Communications for services that AISCA cannot provide.	$4000.00	IPP meetings will indicate feedback on meeting the needs of students with special needs.
3.2 Plan for future growth by increasing capacity to hire more teachers/classrooms to ensure class size caps stay in place.	Collect quotes and research classroom options Data analysis of grow the rate, and student intent forms will be used to begin the hiring process in January.	$500,000 (New Classroom) $5000.00 Classroom Furniture.	Provincial surveys will indicate growth in overall belief that TFHCS has stayed the same or improved over the past three years.
3.3 Purchase technology supports (apps, software) and hardware annually.	Teachers will submit by May 30, a list of needs for the upcoming school year, so budgets can be managed in advance. Chrome books will be replaces as needed, and purchased for upcoming school year so each child has access to a Chromebook for technology needs.	Technology Budget will maintain or increase from a minimum $5000.00 to a possible $7500.00	Provincial surveys will indicate growth in overall belief that students have access to supports and services at TFHCS.
3.4 Continue to support the student reading and writing levels to reading/writing at grade level.	Schedule teachers for their library classes to ensure students find good fit books by September 1, 2024. Continued development and administration of a reading program for students in grades 1 – 2. Communication through student agendas.	- - $8000.00 annually.	Provincial surveys will indicate growth in the overall belief that students have access to programs, supports, and services at TFHCS. Student learning data will indicate an increase in the

	Continue to offer 1:1 or small group targeted supports on Fridays from 8:00 am – 4:00 pm through our Learning support specialists in math and language arts.		percentage of students reading and writing at grade level.
3.5 Provide growth mindset teaching to students once annually. Reinforce reminders throughout the school year to shift their mindset about learning.	Administer Growth Mindset teaching annually, and within the SEL program by Sept 30, 2024.	-	Provincial surveys will indicate growth in overall belief that students have access to programs, supports and services at TFHCS.
3.6 Provide access to teachers throughout the school year of mental health supports, via open parachute video series provided by AISCA.	Administration will continue to send out Open Parachute video session reminders to our entire team as they become available from AISCA. Celebrate Teachers during teacher appreciation days throughout the school year.	- 150.00	Local surveys will indicate an increased in mental health of staff and student.